

Subtraction

| Easy (0-6) | Middle (0-10) | Hard (bigger numbers and counting back) |
|---|---|--|
| Bath or water – Line up 6 cups/bottles – if 3 full down how many will there be? Explore with different starting numbers (1-6). | Bath or water – Line up 8 cups/bottles – if 3 full down how many will there be? Explore with different starting numbers (1-10). | Bath or water – Line up 10 cups/bottles – if 3 full down how many will there be? Explore with different starting numbers (1-10). Encourage your child to write the number sentences in shaving foam or soap e.g. $10-3=7$ and count back in their head. |
| Objects - Give your child a selection of 6 interesting objects e.g. coins, gems, shells – if I take 2 away how many will there be? Work it out together by hiding 2 away. Which objects are missing? Can we remember? | Objects - Give your child a selection of 10 interesting objects e.g. coins, gems, shells – if I take 2 away how many will there be? Work it out together by hiding 2 away. Which objects are missing? Can we remember? | Objects - Give your child a selection of 12 interesting objects e.g. coins, gems, shells – if I take 2 away how many will there be? Work it out together by hiding 2 away. Which objects are missing? Can we remember? |
| Give your child a beads or a straw cut up on piece of string. Demonstrate how to take away a number on the bead string by moving the correct amount to one side. Model counting how many are left. Give children instructions for taking away different amounts – model using the vocabulary ‘take away’, ‘left’. | Give your child a beads or a straw cut up on piece of string. Demonstrate how to take away a number on the bead string by moving the correct amount to one side. Model counting how many are left. Give children instructions for taking away different amounts – model using the vocabulary ‘take away’, ‘left’. | Give your child a beads or a straw cut up on piece of string. Demonstrate how to take away a number on the bead string by moving the correct amount to one side. Model counting how many are left. Give children instructions for taking away different amounts – model using the vocabulary ‘take away’, ‘left’. Extend to children writing subtraction number sentences on a piece of paper or whiteboard. |
| Superheroes or teddies – Set up 6 superheroes or teddies – make up stories together e.g. we’ve got 6 superheroes but one flew away (fly one away). How many are left (find out by counting). | Superheroes or teddies – Set up 10 superheroes or teddies – make up stories together e.g. we’ve got 10 superheroes but two flew away (fly two away). How many are left (find out by counting). Say the number sentence together e.g. $10-2=8$. | Superheroes or teddies – Set up 10 superheroes or teddies – make up stories together e.g. we’ve got 10 superheroes but two flew away (fly two away). How many are left (find out by counting). Say the number sentence together e.g. $10-2=8$. See if your child can work it out without taking the two away and counting backwards instead. |
| Outside – Peg up clothes/ dolls clothes on a washing line (1-6). Pretend some clothes fly off the line e.g. 2. If 2 fly off how may will there be? Work the answer out by unpegging. | Outside – Peg up clothes/ dolls clothes on a washing line (1-10). Pretend some clothes fly off the line e.g. 2. If 2 fly off how may will there be? Work the answer out by unpegging. | Outside – Peg up clothes/ dolls clothes on a washing line (1-10). Pretend some clothes fly off the line e.g. 2. If 2 fly off how may will there be? Work the answer out by counting backwards. |
| Outside – Stand up 6 bottles or skittles in triangle formation (like with ten-pin bowling). Using a ball or rolled up piece of foil – How many did we start with? How many did you knock down? How many are left standing? | Outside – Stand up 10 bottles or skittles in triangle formation (like with ten-pin bowling). Using a ball or rolled up piece of foil – How many did we start with? How many did you knock down? How many are left standing? | Outside – Stand up 10 bottles or skittles in triangle formation (like with ten-pin bowling). Using a ball or rolled up piece of foil – How many did we start with? How many did you knock down? How many are left standing? Can you write this down in a number sentence e.g. $10-5=5$ |

